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AUTHOR Shoffner, Sarah M.
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ABSTRACT

This manual includes strategies for conducting wave 4 of a longitudinal follow-up study. Part 1, Procedures for Researchers, outlines steps to be used in guiding the research process to achieve indepth, qualitative interviews with a group of the original sample members who were studied over a 15-year period. It includes guidelines and procedures for project management (securing the sample and human subjects clearance, preparing the research materials, planning for interviewers, handling data from taped interviews) and examples of resources (contact and follow-up letters, receipt for cash payment, points for interviewer/respondent contacts, sample transcription segment). Part 2, Interviewer's Manual and Videotapes, is a procedural training guide covering project history, interviewer's responsibilities, interviewing techniques, survey vs. qualitative interviewing, conducting interviews, location strategies, and the guided interview booklet. It also includes a description of videotapes developed to accompany the manual for use in training interviewers. On tape, regional committee members discuss the manual and show actual interview situations (simulated views and experiences) representative of situations interviewers will likely encounter. The tapes and the manual may be used in group training sessions or read and viewed by individuals. Appendices contain a background sheet for the interviewer, location strategies, and a 30-page questionnaire booklet. (Author/PN)

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ED268173

MANUAL OF RESEARCH PROCEDURES

FOR

LONGITUDINAL FOLLOW-UP OF LOW-INCOME YOUTH

Sarah M. Shoffner
Chairperson, S-171 Regional Committee

University of North Carolina at Greensboro
Greensboro, NC 27412-5001

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1984

Cooperative Regional Project S-171
Dynamics of Life Plans and Attainment of Low-Income Youth:
A Longitudinal Analysis

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Shoffner, Sarah M.
Cooperative Regional Project S-171, CSRS, USDA

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Abstract

This manual includes strategies for conducting wave four of a longitudinal follow-up study. Part I, Procedures for Researchers, outlines steps to be used in guiding the research process to achieve indepth, qualitative interviews with a group of the original sample members who were studied over a 15-year period (in KY, MS, NC, TN, and VA). It includes guidelines and procedures for project management (securing the sample and human subjects clearance, preparing the research materials, planning for interviewers, handling data from taped interviews) and examples of resources (contact and follow-up letters, receipt for cash payment, points for interviewer/respondent contacts, sample transcription segment).

Part II, Interviewer's Manual and Videotapes, is a procedural training guide covering project history, interviewer's responsibilities, interviewing techniques, survey vs. qualitative interviewing, conducting interviews, location strategies, and the guided interview booklet. It also included a description of videotapes developed to accompany the manual for use in training interviewers. On tape, regional committee members discuss the manual and show actual interview situations (simulated views and experiences) representative of situations interviewers will likely encounter. The tapes and the manual may be used in group training sessions or read and viewed by individuals.

INTRODUCTION

This manual, Research Procedures, includes the strategies developed by the S-171 Regional Committee members for use in conducting the longitudinal follow-up study. The first section Procedures for Researchers, Part I, outlines the steps to be used in guiding the research process to achieve indepth, qualitative interviews in the states of KY, MS, NC, TN, and VA with a selected group of the original sample members who were studied in 1969, and again in 1975 and 1979. The second section Interviewer's Manual and Videotapes, Part II, is for interviewers to use as a procedural guide in preparing for the interview situation. In addition, two videotapes for use in training interviewers were developed as a part of these procedures. The manual was designed so that the separate parts may be used individually. Pagination, therefore, is not continuous. Page numbers, however, are shown in the manual's table of contents. Preface pages for the two parts explain the components of each section.

For background information about the study for which the maual was used, the reader may refer to the first few pages of Part II, Interviewer's Manual. The central purpose, objectives, geographical scope, and sample description for the project are summarized. Also, some background information is available in Part I in the section about answers to questions for a human subjects review.

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PART I

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* **PROCKDURES FOR RESEARCHERS** *

Conducting the Regional Research Project

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Cooperative Regional Project S-171

* *

Dynamics of Life Plans and Attainment of Low-Income Youth:

* A Longitudinal Analysis *

* * * * * * * * * * * *

Sarah M. Shoffner, Ph.D.
Chairperson, Regional Committee

University of North Carolina at Greensboro
Greensboro, NC 27412-5001

May, 1984

PREFACE

This section of the manual includes the research procedures developed and agreed upon by the S-171 Regional Committee members for use in securing the sample, preparing the research materials, planning for interviewers and guiding the total research project. The process for handling data, once taped interviews are secured, is also included.

The components of this part deal with project management—the logistics and other details. For summary descriptions of the purpose of the study, objectives, geographical scope, etc. refer to the regional project outline (proposal) or to the second manual in these research procedures which provides such descriptive background information for interviewers to use in understanding the overall project. Another source for this information follows in the answers to questions for Human Subjects Review.

Because securing clearance by the Human Subjects Review Committee is a preliminary step to preparing materials and beginning data collection, a segment addressing these issues appears first in the manual.

Human Subjects Review

Although different universities have their own guidelines and committee procedures, several questions are basic to presenting a project for review. Following are sample situations (taken from the North Carolina review process), questions, and answers which can be adapted to any local guidelines for the purpose of describing this project, assessing risk and securing clearance to conduct the study.

Describing the Project

1. Please describe purpose of research and procedures to be used, in sufficient detail to determine degree of risk (e.g., include questionnaires, instructions to Ss, descriptions of setting and apparatus, when applicable, on additional pages):

   The central purpose of the project is to identify the life experiences of rural low-income individuals which contribute to educational and occupational achievement. The status achievement process will be studied through developmentally focused interviews with selected respondents for whom time specific data are available. The study will investigate various types of aspirations and attainments--educational, occupational, marriage/family, and residential mobility; determine life satisfaction (job, educational and marital) of low-income young adults with attention to interrelationships between and among types of satisfaction and factors associated with different satisfaction levels; and investigate influence of stressful life events on specific aspects of life plans of youth. Data already available from three previous phases will be used in the study. In this study, guided qualitative interviews will be conducted with a subsample of this population to obtain information on coping behavior, stress management, and the occupational decision-making process (Attachment Questionnaire).

2. Describe sample you intend to use, including number and age of children or adults, and any special restrictions (e.g. birth order, etc.):

   A 35-member (number varies for states) subsample will be randomly selected by computer from 149 adults who have already been contacted during three previous waves of research projects--1969 when sample members were in 5/6th grades; 1975 in 11/12th grades; and again in 1979-80 when they were young adults involved in educational and/or occupational pursuits. (The last wave involved a mail survey.) The 1979-80 sample members have case code assignments, and a master list of names and addresses corresponding to those case codes is kept in a locked file. These same codes will be used for the subsample.

3. How will your subjects be selected and recruited for this study?

   The subsample members (refer to Item 2 above) first will be contacted by mail (Attach letter). Those who are willing to

participate will sign a card indicating an interest in participating and consenting to be called by an interviewer for an appointment. During that call the interviewer will tell the subject about the interview process. (Include summary sheet that interviewer may use as contact guide.)

4. How will you make the major findings of the study available to subjects who are interested in the outcome?

   At the close of the interview session, the interviewer will ask the respondent to sign a form that the money has been received. This form includes a mailing address. Respondents will be asked to check if they wish to receive any summary reports of the study. (Attach a copy of the certification sheet.)

Assessing Risk

Assess the degree of risk involved for subjects participating in this research: (a) minimal risk X (b) more than minimal risk ___

1. What methods will be used to ensure confidentiality of information?

   As in previous phases of the longitudinal study, the case numbers will be used on all questionnaires. After contacts are made and questionnaires secured, names and case codes will be separated and data files and tape transcriptions will carry only code numbers. The respondent will see the interviewer place the interview guide and tapes in and seal an envelope with instructions that only project personnel and coders back at the university will open the envelopes and process the information along with that of all the other respondents in the study. Interviews will be conducted in a private area so other family members do not hear the questions and answers.

2. How will informed consent be obtained? (Attach letter(s) of explanation to ss or parents, and consent forms if used.)

   Subjects will receive a letter inviting participation. (See Item 3 above.) Since their initial response is voluntary, indicating their interest in participating in the study and if they agree to follow through with the interview when a phone contact is made, consent can be assumed present.

3. If risk or deception is involved, in what ways will you ensure the rights of your human subjects will be protected?

   No deception is involved.

4. How are you providing for voluntary, uncoerced participation which allows for subjects to withdraw from the study at any time without prejudice or penalty (or possible expectations of such) against them?

Subjects have the option of declining to participate by not returning the card indicating their interest. One follow-up call will be attempted. When telephoned the subject will have the option to decline. At the beginning of the interview the interviewer will state that the subject may stop the interview at any time without penalty. The respondent will be assured that the information given will be held strictly confidential and will not be disclosed to the respondent's disadvantage in any way whatsoever. R will be told that the names will never be used with the responses (tape transcriptions). The interviewer will ask permission to tape record the interview, explaining that this method is being used so that I and R can focus on the dialogue and not have to write down responses. Another reason for taping that will be given is that the interviewer wants to be accurate in reporting R's thoughts, etc. and that it's more accurate to tape the conversation than to depend on one's memory.

Drawing, Selecting, and Locating the Sample

Selecting the sample for the indepth interviews involves three phases: Drawing the sample members, searching for their last known address, and using various tracking strategies for finally locating the potential respondents. Each of these topics will be covered in this section.

Drawing the Sample

A computer program was written to randomly select 199 of the 544 cases in the longitudinal file (1979 wave). Each state was sent a list of six digit case codes. According to the codebook, the first digit (of the six digit code) is the state code, the next two digits are the school code, and the last three digits refer to the individual case code. The state codes and the total drawn for each state are as follows:

State	Code	Number of Total
Kentucky	2	51
Mississippi	3	34
North Carolina	4	53
South Carolina	5	4
Tennessee	6	33
Virginia	7	24
		199

Each state is to randomly draw a sample from the list. An attempt should be made to locate the sample members drawn. An alternate list may be drawn to use if a sufficient number for interviewing cannot be located from the initial list.

Sample Search

For each case (randomly drawn from the total drawn from the 1979 longitudinal file for each state), check the completeness of the data, the last known addresses and phone number, and any available notes about how the potential respondent had been located in previous phases.

Tracking Strategies

The first step in locating the sample member can be attempted by mailing a letter to the last known "good" address. When the thank you letters were mailed after the 1979 phase, very few were returned by the post office. We can assume (always risky business!) with a small degree of confidence that most of those letters were received. At this point, that's our best guess.

Prepare a letter for each person on the randomly drawn list. Personalize the letters by handwriting the name or by using a microcomputer to print an original letter for each person. Include a stamped, return card with the letter so the potential respondent may let you know of their interest and any updated contact information since the letter may have been forwarded to them. (Refer to the Resource Section for letter.)

The return card (Refer to Resource Section) may be coded on the front by inserting the individual's case code number after the work "project" (e.g. Project 029). Names may be very different from what we knew fifteen years ago--we certainly do not want to mismatch data!

We will each write our own version of this section after the project is over! Strategies for locating the sample members will vary between and among the states. Many tracking strategies are likely to be used, many of which we are not aware at this time. Our motto is "Do everything possible to find and get interviews from the potential respondents."

The people who interviewed in the first two waves and other local informants are perhaps still in the original survey areas. They may know of the whereabouts of sample members or their families. Some post offices are a helpful resource, particularly in small rural communities where the postmaster may know the history of everyone! Telephone directories are helpful, as well as the respondents themselves once the interviewing process begins.

Sometimes even after locating the person's address and perhaps a phone number, problems may be encountered in contacting the potential respondent. Although avoiding interference in a person's workplace is most desirable, it may be necessary to make an initial contact by calling during the work hours. If letters have gone out and have been returned undeliverable, send a second/third to all possible contacts known. Remember, the 1979 questionnaire included space for the respondent to indicate names and addresses of two people who would always know where they were. Try those! At this point you may begin to feel that the person may have received your letter but has not responded. By now you may want to attach a note on a

strip of different colored paper (See Resource Section) indicating that they may have received the letter before because you've been trying to locate them, and in a few words emphasize how important they are to the study. Once you feel fairly confident that letters have been received and you still haven't heard from some respondents, try to contact them by phone, verify whether or not they've received the letter and proceed from there to set up an interview schedule.

Preparing Materials for the Interview

A list of materials, supplies, and equipment needed for conducting the interviews is shown below and included in the manual for interviewers to be used as a checklist when interviewers collect materials, and prepare for the appointments with respondents. It is included in this section as a checklist for your use in preparing a supply of materials for the interviewers to use. Some of the items will be discussed below.

Checklist for Interviewers

- ☐ Identification—name tag; letter of introduction; driver's license.
- ☐ Maps and directions to participant's residence (or designated place if appointment was made by phone).
- ☐ Background or summary information about respondent.
- ☐ Clipboard, pencil or pen.
- ☐ Recorder, batteries, and power cord. (Having a head cleaning kit for tape recorders that malfunction during the interview might be a valuable precaution. Having an extra recorder is the surest "safety" measure.)
- ☐ Audiotapes (label the tape with the case code and date of interview). Please test the tape and record the case code number at the beginning of the tape.
- ☐ Questionnaire booklet with subject information completed on the front page.
- ☐ Cards for Items 44 and 47.
- ☐ Form for certification of payment to subjects

Identification

The choice of identification to be used will vary depending on local situations within the states. In some areas wearing a name tag would be of benefit in establishing the legitimacy of the interviewer, whereas in others the best means might be a letter of introduction or no identification except the verbal introduction. Use the method you prefer for your particular sample locale. It's probably best not to drive a state car with a university seal or other such markings. Some people get very suspicious with such.

Directions for Finding Participant

This is a very important step for the researcher and/or the interviewer depending upon who is to record the information. It's of particular importance if the plans are being made by phone. Even though one would assume that people can tell you how to get to where they live, experience has shown differently! Also, even though we do not like to believe that a potential respondent would mislead us, if they have reservations about participation they may lead us astray in our search to find them. Therefore, keep detailed notes when directions are given and repeat them so the respondent can make any corrections. This is a particularly crucial step in rural, mountain areas where many roads wind around the hills and driveways are mere paths through the trees.

Background Information about the Respondent

Background information about the respondent will be helpful to the interviewer in understanding the situation and in building rapport with the respondent. Even though the interviewer probably will not refer to details explicitly, having an understanding of the respondent's educational and occupational history, community(ies) of residence during school years, and marital/family status will be valuable to the success of the interview.

An example of a background sheet is included in the Appendix of the interviewer's manual. A blank form may be photocopied with one copy being allowed for each respondent in the sub-sample. Secure the background information from previous questionnaires and other research materials used in 1969, 1975, and 1979. Fill in the background information for each subject to be interviewed.

Tape Recorders

It is desirable to have more than one tape recorder available during the interview period. They are mechanical devices and may malfunction, not waiting until the interview is completed! Having a head cleaning kit for restorative measures during an interview session and for service between sessions might be a valuable precaution. Having extra recorders may be the easiest and most economical precaution.

Audiotapes

Tapes should be tested prior to the beginning of the interview session. The case code and the date of the interview should be recorded on the tape as well as being written on the outside of the tape. Have two tapes for each case and consider using the second tape for the interviewer to record any explanatory remarks, context information, impressions, etc. that would be helpful later in understanding and analyzing information from the interview (qualitative data).

Cards for Specific Items

For two items (44 and 47) the respondent needs to look at some diagrams before making a response. Sets of these may be prepared (laminated in plastic for durability) and packed with the tape recorders. (Sets were supplied for each state by regional chairperson.)

Certification of Payment to Subjects

Prepare a half-sheet per respondent for keeping a record of payment. In some states it may be necessary to submit these to accounting departments as evidence of petty cash uses. This will also provide a record, separate from confidential interview information, that the respondent would like to receive a summary report of the study. (See Resource Section.)

Packets for the Interviewer

A packet of materials for each interview may be prepared in advance by placing all pieces for each respondent in a brown clasp envelope. This procedure means that a second "quality control" step is introduced. The materials are all prepared and assembled prior to leaving the research office for the interview setting. The interviewer then checks again as preparations are made for conducting each interview.

Each envelope should be labeled with the individual's case code and filled with these items: questionnaire form, certification of receipt of payment, background information for each respondent, an envelope with $35 in cash, and directions for locating the respondent. After the interview is completed, this same envelope can be used throughout the tape transcription process. The same envelope can hold the printed pages of the transcribed interview until that whole process is completed (to be described in a later section). Such a procedure is just a way of filing all materials for a given case in one place throughout the duration of the process.

Interviewers

Securing and training people to conduct the interviews is probably the most critical step in this whole research project. An indepth, qualitative interview is a different kind of data gathering process than what is involved in conducting a survey in which the respondent chooses an answer from several possible choices. For this study the interviewer must be not only a good conversationalist and listener but must know how to hear and process information in order to phrase and ask the next question. This does not mean that the interviewer should deviate from the questions in the questionnaire form—that is intended to guide the interview and give it the structure needed for the researchers later when responses to categories must be evaluated and analyzed for their contributions in "telling the respondent's story."

Finding the "right" person to do the job will be the responsibility of project personnel in each state. What can be more uniform, however, is the training process. The manual for interviewers and the videotapes developed by the regional committee are to be central resources for training interviewers.

Qualifications

Certainly a first consideration is that the person have an interest in conducting interviews and particularly indepth, qualitative interviews. An interest in people in general and a willingness to listen are important. If the interviewer is to be responsible for locating the respondents, a good measure of patience and persistence are also necessary qualifications.

Training Sessions

The type of training you provide for the interviewers may depend on the number of people involved. If more than two or three people are involved, a structured workshop setting is perhaps the best, whereas, with one or two interviewers much of the training can be accomplished in conferences. The structure for the total process (an overview or outline) should be provided by the researcher. Afterward the interviewer could read the manual for interviewers individually, view the videotapes, and then have subsequent conferences with the researcher.

The interviewer may find it helpful to use a summary page of summary points when contacting the respondent (See Resource Section). Following this guide will more closely insure that respondents throughout the region have heard approximately the same information. Using the sheet, however, does not mean reading each item; that could sound rote and boring!

Using Videotapes as a Training Resource

Even for an experienced interviewer (or even a counselor or therapist) who is used to managing a dialogue/data gathering session with a respondent, viewing the videotapes can provide the orientation and mind set or state of preparedness necessary to conduct qualitative interviews. Once or twice through may not be enough!

The interview videotape is an approximation--a sample of an interview setting. It is intended to provide the "common denominator," because even though all interviews are after the same categories of information, no two interview situations will be alike. For example, the physical settings and the people will be different (along with the weather and the interviewer's tiredness level!). For the first time in the history of this longitudinal effort, the respondents have had a greater variety of experiences than at any previous point. This very fact alone will contribute to many differences in the interviewers' experiences. In spite of the differences, however, the tape is a good example of different interviewers and different respondents.

Training for Using Probes

Learning to use probes during the interview is probably the hardest part in becoming a "master interviewer." Training someone to use probes is equally difficult. Using probes appropriately results from the interactions occurring during the interview process. If the respondent is silent, probes are needed to secure the desired information; on the other hand, probes and their preface remarks may be used to "guide" the very talkative respondent and keep the interview "on the track." It's okay of course to have different paces, but one should not stray so far from the general theme of the interview that it's hard to get back to the point. Probes help keep the interview moving.

The first step in training for using probes is to read the suggested probes in the questionnaire/interview guide. As these situations are studied, other probes that come to mind may be included in the margins of the guide. This is all pre-preparation--the situation and the "clear thinking" of the interviewer will determine others that may be used. Preparing an interviewer to handle the probe situations may be accomplished in role playing sessions or by conducting some pilot-interviews. Listening to the training videotapes for the sole purpose of "hearing" probes is another effective training technique. It's important to remember that the videotapes are approximations or "samples" of the interview setting. Not all the possible probes are on the tapes. Even so, the interviewer can gain valuable insight from a viewing for the purpose of listening for probe cues.

As a researcher try to teach the interviewer to "probe if you think it's right." Although it's important to ask all the questions in the interview guide, it is equally important for the interviewer to use judgment in choosing issues needing more probe questions. Being flexible enough to recognize hesitancies and then know how to handle those instances through probing is what it takes to be successful. One "rule" for success is to word the question/probe so that the respondent has to give more than a "yes" or "no"--get the response in a sentence or at least a descriptive phrase.

Data Handling

Conducting interviews is only the first step in the data collection process. Tapes must be stored and the information transcribed before the analysis process begins.

Copying and Storing Tapes

It's always good practice to have backup copies of cassette tapes (as well as for microcomputer diskettes) particularly when there's only one available of the original source. Tapes can break during the transcription process even when things have gone well initially. Therefore, copy each tape and label it appropriately before anything is done with the tape. This means twice the investment but as soon as the project is over, the

duplicates can be erased and used for other purposes. One copy per case kept for posterity is quite ample! Label the duplicates with the same case code plus "C" for copy, for example 029-C.

Tapes should be stored, when not being transcribed, in locked file cabinets (or other secure means) to insure the confidentiality of the data (such phrases are popular with Human Subjects Review Committees!). This measure should also be taken with the questionnaire booklets. Even though there may be very little information written in the booklet, identifying information which corresponds to tape case codes does appear on the cover, and this information should be treated confidentially as well as the tapes.

Transcribing Tapes

A verbatim transcription of the taped interview needs to be made as soon after the interview has been completed as possible. After that step it is desirable to have the interviewer listen to the tape and proof the transcription. If this is done while the interviewer still remembers many details, any misinterpretation by the transcriber could be cleared up. In evaluating a conversation and extracting major points for the research, it is important, for example, to know where respondent pauses or interruptions for other reasons have occurred. Many times punctuation vital to the meaning may have been omitted--the interviewer is the best one to know the situation as it happened.

One way to make the transcription and checking process efficient is to use a microcomputer for entering the transcribed material. The interviewer can correct the printed copy, corrections can then be made in the computer file, and final copies can be printed for use by researchers in the analysis/synthesis phases.

Format for Transcriptions

Each typewritten or computer page should carry the individual case codes. For future analysis it might be helpful to have the six-digit codes used in drawing the subsample as the identification on the transcription. This would provide state as well as school designations.

In the body of the transcription, several identifiers should be included. A sample transcription page appears in the Resource Section. Notice the use of all caps to indicate question (item) numbers, the questions, probes, or comments as stated by the interviewer, and the designations for interviewer (I) and respondent (R).

Resource Section

Items included in this section may be reproduced for use in each state, after appropriate changes are made relative to each state's identifying information:

Letter to Respondent (for initial contact)

Return Card (back and front)

Attachment for Follow-up Letter

Certification of Receipt of Cash Payment

Points for Interviewer Contact with Respondent

Example: Parts of a Transcription

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

School of Home Economics
North Carolina Agricultural Research Service
(919) 379-5972, 5076

Date, 1984

Dear (subject's name, handwritten or put in with microcomputer, thus producing a personalized letter for each)

We really need your help—only you will do—and we are able to offer you thirty-five dollars for it.

In 1969, when you were in the fifth or sixth grade, you were among the students we studied in six Southern states. We were interested in students' life plans and goals. You helped us again in 1975 when we wanted to find out if, or how, life plans change. In 1979, we sent you a questionnaire by mail. That time, we were studying what you were actually doing as young adults and how satisfied you were with your life and achievements.

It has always been hard for young people to decide what to do in life—how far in school to go, what job they should take, when to marry, and so on. We believe that our study can help young people with their many choices and decisions. Already, we've had articles appear in national journals where they reach teachers, counselors, and others who work with youth.

Over 1400 students participated in the first part of our study. In this, our LAST part, we would like to interview a sample of those people. The things we will talk about are not too personal. But we would like to know how you're doing, and how things have worked out for you. We will never, of course, use your name or identify you in any way with the answers. Our interview with you will take about an hour. The thirty-five dollars we will give you is our way of saying "thank you" for your time and effort.

We would like to contact you within the next couple of weeks to find out when you could talk with an interviewer. Please fill in and mail the enclosed card to let us know when we may call. We look forward to hearing from you soon. Thank you.

Please remember four things:

- It is important that we talk with you.
- The results of our study should help young people as they think and plan for their future.
- The interview should take about an hour.
- You will receive $35.00 at the interview.

Sincerely,

Sarah M. Shoffner, Project Director
Department of Child Development
and Family Relations

Return Card (To be enclosed with the letter to the respondent)

Project 063

U. S.
Postal
Stamp

Case code for identification when card is returned

Dr. Sarah M. Shoffner
School of Home Economics
University of North Carolina
at Greensboro
Greensboro, NC 27412-5001

FRONT

I would be interested in participating in your study of life plans and goals.

My phone number is ( ) _____

I do not have a telephone, but I can be reached at

_____ OR _____
(phone number) (address)

A good time to call me would be _____
(time)

NAME: _____

ADDRESS: _____

_____

BACK

Attachment for Follow-Up Letter

Example of a strip attached to contact letter for multiple mailings to the same respondent.

You may have received this letter before, but we are still hoping that you will help us complete the study. We sent our last letter to your 1979 address but received no response; so this letter is being sent in the care of your family. Please answer since we do need your help. We hope to receive your card soon.

Certification of Receipt of Cash from _____University as indicated below:

I certify that I received cash in the amount of $_____ for contractual services rendered in connection with Research Project No._____ on _____.
(date)

_____
(Signature)

_____
(Social Security Number)

_____
(Home Address)

☐ √ in box if you want to receive reports of study

- -

Reproduce the above in this section of the page--a half-sheet per respondent.

Points for Interviewer Contact with Respondent

- Identify who you are and identify the research project.
- Relate call to the letter and return card previously received; identify with the project leader who sent the initial letter.
- Verify that you received the return card and indicate that you are calling to make an appointment.
- Thank the respondent for returning the card indicating willingness to participate in the study. These young people have been a part of the project since 1969 (15 years!), thus, their participation is important.
- Explain the confidential nature of the study and that the interview will be conducted in as private a place as possible.
- Obtain their consent to participate.
- Set up an appointment for the interview; obtain directions to the designated location.
- Tell them that they will be paid $35 for participating and instruct the potential respondent that s/he will be asked to sign a form at the close of the interview indicating that the money was received. (This is a way of documenting for the accountants that the money was used as intended.)
- Tell R that the opportunity to indicate whether or not s/he wishes to receive any summary reports of the study will be given. A space on the form will be checked if reports are desired. (If potential R declines to give the interview, ask if s/he wishes to receive any summary reports of the study and record address information if a report is desired.)
- Review time for the interview and the directions to the designated location.

Example: Parts of a Transcription

File 272 (This indicates the case code; could be 403272)

I: HOW HAVE YOU BEEN GETTING ALONG SINCE 1979 WHEN YOU WERE LAST INTERVIEWED OR WHEN YOU LAST RECEIVED A QUESTIONNAIRE?

R: Well, I've been doing pretty well. I've not done exactly what I would like to have done, but I've done pretty well.

I: Uh, CAN YOU ELABORATE ON THAT A LITTLE?

R: Well, for instance, you know, like when I was in high school, I had the dream of going on to like veterinarian school and things, but like around here there's not really that much opportunity. Your parents have to hold down a job. They really don't have the money to send you on to school. There's not that much of an opportunity for you to get out and help yourself on to school. There's not that many chances for scholarships or whatever; there's a few, but not that many.

* * * * * * * * * * * *

Q1 HOW FAR HAVE YOU GONE IN SCHOOL?

R: Well, I just graduated high school.

I: OKAY. HAVE YOU ATTENDED ANY VOCATIONAL TRAINING, TRADE SCHOOLS?

R: Well, right now I'm kind'a interested in business, you know, like income tax and things like that. I'd like to know how to be able to fill those out and...

I: AND DO YOU KNOW WHERE YOU MIGHT BE ABLE TO GET THAT TRAINING?

R: Well, I've heard 'em say you can take it at xxxxxx, but yet that's like, what 30-35 miles from where I live and at night the fog.

* * * * * * * * * * * *

PART II

INTERVIEWER'S MANUAL AND VIDEOTAPES[1]

S-171 Project

Dynamics of Life Plans and Attainment of Low-Income Youth: A Longitudinal Analysis

(Researchers' Names)
(Phone Numbers)
(etc.)

(University Affiliation)
(Date)

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[1]Prepared for the regional project by Sarah M. Shoffner, Ph.D., University of North Carolina at Greensboro, Greensboro, NC 27412; reviewed and amended by the regional committee members April, 1984; edited May-July, 1984; and distributed to the participating states for use in guiding data collection procedures in 1984 - 1985.

PREFACE

This manual for interviewers and the videotapes were developed as a resource for the research project entitled "Dynamics of Life Plans and Attainment of Low-Income Youth: A Longitudinal Analysis." Both were prepared for the S-171 Regional Committee to use in training interviewers to conduct indepth, qualitative interviews with young adults. The first part of the videotape includes a discussion of this training manual by members of the regional committee. The second portion of the tape shows actual interview situations. The views or experiences described by the respondents may or may not be the actual ones of the participants; nonetheless, they are representative of the situation likely to be encountered by the interviewers. The tapes and the manual may be used in group training sessions or read and viewed by individuals.

INTERVIEWER'S MANUAL

The S-171 Research Project

Introduction

Before presenting the details of this project, we would like to encourage you as an interviewer to become thoroughly familiar with its general purposes. You may be asked to explain them many times before the interviewing is completed. The better informed you are in this respect, the easier, more interesting, and enjoyable your work will be and the more pride you will have in being an important part of it. If for any reason the intent or purposes of the project or any part of the manual and procedures to be followed are not clear to you, let us know immediately so we can explain further. We want you to work comfortably and efficiently. The project cannot possibly be a success if we do not understand each other's problems.

General Purposes

The central purpose of this present study is to identify the life experiences of rural low-income individuals which contribute to educational and occupational achievement. Specifically, this project will examine, in detail, the factors influencing the varying levels of educational and occupational attainment of rural youth. Such factors would include the impact of life events (e.g. availability of role models or stressful life experiences), family background, individual coping skills, levels of aspiration, and residential preferences.

Currently, participation in the labor force consumes a large percentage of an individual's time, effort, and energy. Individuals receive rewards, power, status, and feelings of self-esteem from their work. Many rural youth who must find employment in urban-industrial areas are at a considerable disadvantage in competing for jobs.

If the problems of low-income youth are to be better understood, there is a need for longitudinal designs incorporating such groups. A majority of research on occupational development has been of cross-sectional design generally involving high school age youth. Low-income individuals have been a somewhat neglected population in the research efforts as have younger-aged children.

The S-63 and S-126 Projects preceded this one and involved families from low-income areas. Respondents were questioned at an unusually early age compared to typical studies of career planning and status attainment. The large and unique data base developed in these projects is well suited for addressing life planning and attainment issues. The longitudinal nature means that the educational and occupational information gathered in the past projects on the same children at grade-school age, high school age, and young adulthood can now be used to trace the developmental transition of youth and how this relates to

their initial achievements in the world beyond high school. To continue with this same group of young people and to round out the picture on achievements, new data should be gathered relevant to more recent occupational roles, accomplishments, and problems.

For example, areas of questioning will include indices of satisfaction with career education, and life generally; the occupational decisions and career experiences; the career and life plan problems; and residence and marital issues as they relate to job and educational decisions. There are few longitudinal data bases, other than this one (S-171), that include information from roughly equal numbers of males and females, blacks and whites, which are collected over a ten-year period beginning when sample members were fifth and sixth graders.

Although goal-oriented information from the same respondents over a ten-year period is already available, reinterviewing these respondents will provide a more comprehensive focus for understanding the developmental choice process. A major contribution of this research will be to trace the evolution of life plans from the preadolescent years through young adulthood when occupational and marital goals are becoming crystallized.

Detailed Purposes of the Project

1. To provide insights into the status achievement process through developmentally focused interviews with selected respondents for whom time specific data are already available.

2. To investigate more fully the various types of aspirations and attainments: educational, occupation, marriage and family, and residential mobility.

3. To determine the life satisfaction (job, education, and marital satisfaction) of low-income young adults with particular attention to the interrelationships between and among the types of satisfaction and the factors associated with different satisfaction levels.

4. To investigate the influence of stressful life events on specific aspects of the life plans of youth.

5. To synthesize the major findings so that recommendations can be made to educators, parents' groups, and others for maximizing the career prospects and life satisfaction of low-income youth.

Geographic Scope of the Study

Interviews are being conducted in the states of KY, MS, NC, SC, TN, and VA with the original sample members who were studied in 1969, and again in 1975 and 1979. However, contacts will be made with respondents who have moved away from the sample area. Specific location

strategies will be employed to attempt to locate and obtain information from these respondents.

All of the states involved are in the Southern region of the United States. The state agricultural experiment stations and schools of home economics in the various states pooled their research skills to formulate this regional study. By allowing several states to combine their efforts, it is possible to accomplish the research objectives (presented in the first few pages of the manual) not only for each state separately but for the Southern region as well. So you are a member of a large team who is covering an extensive geographical territory. When we obtain our information, we will analyze it for our own state, and then it will be combined with the information gathered in the other participating states.

General Description of the Sample

After the 1979 data collection phase there were 544 of the original sample respondents for whom questionnaires were available for the three phases of the project. A sub-sample (200) of these respondents has been randomly selected by computer from the 544 cases in the longitudinal file. Individual states have randomly drawn cases to interview from the state totals shown below. You will be given specific cases to contact and some directions for locating these individuals.

State	Total Sub-sample	Interview
Kentucky	50	___
Mississippi	35	___
North Carolina	53	___
South Carolina	5	___
Tennessee	33	___
Virginia	24	___
Total	200	

The Interviewer's Role in the Project

The success of the study depends in very large measure on you, the individual interviewer, and your efforts to make it successful. The way you approach these young adults and the way you tell them about the study will determine the extent of cooperation and candor obtained. Using words they understand and can appreciate will insure greater success. It is very important that you, the interviewer, be thoroughly familiar with all the procedures and instructions for conducting the interview. This manual and the accompanying videotapes should provide the necessary instructions. Please refer to it often for guidance...not during an interview however!

Your major duties are described in the four points below. The details and sequence for conducting the interview are included in later sections.

1. To locate the homes of the subjects assigned to you.

2. To contact the young adult for an appointment and enlist his/her cooperation.

3. To conduct and tape record the prescribed interview with the subject.

4. To record any supplementary information that you feel might be helpful in a better understanding of the conditions of the interview.

Responsibilities of an Interviewer

Once you accept your appointment as interviewer, you are expected to conscientiously perform your duties as outlined until the completion of your assignment. We have advised the county extension agent in your area that you will be contacting individuals for information and if anyone wishes s/he can verify your official status.

Working Hours

Interviews may last at least an hour. Some will be much longer depending on the individual respondent. Additional time may be necessary to accomplish rapport setting and to handle unforeseen circumstances in the interview situation.

You will need to adjust your hours to those times of day that you are most apt to find respondents available for interview. You may need to make some calls early in the morning, some in the evenings, or even on weekends, since the interviews will need to be arranged around the respondents' schedules. Generally, it is not advisable to make calls after 9:00 p.m. or on Sunday, unless a respondent specifically requests an appointment for such a time. You may, if necessary, work more than 8 hours a day or 40 hours a week, since you will be paid per interview for the interviews completed.

Please keep the record of your working times and mileage traveled on the form given you even though your remuneration is per interview. This report should be submitted to the project leader on whatever schedule you established when you agreed to do the job.

Dress and Approach to Interview Setting

Just reading the heading to this section may cause you to wonder why it should even be an issue. Appropriate dress is an important topic because one's attire helps give that first impression. If that first impression is unfavorable, the interview session may not go as smoothly as it would have otherwise. Flashy clothing and jewelry might interfere with the respondent's concentration on the questions being asked. Like-

wise, the very austere, drab look would not be appropriate either. Anything carried to the extremes could be counterproductive.

Approach and begin an interview setting with the individual respondent and the physical surroundings in mind. You may have to be very flexible in dealing with different personalities. The same greeting may not be the best for all the respondents. People respond to strangers with differing degrees of receptivity. Although many may be quite assertive, others will depend on you for the lead to all the moves.

An Interview is a Private Affair.

Since the interview is specifically for the designated respondent, it is not good policy to do the interview in the presence of other family members, neighbors, etc. Respect each person's privacy. If you ask questions in the presence of others, the respondent will put little faith in your statements that the information will be kept confidential. Though the ideal interview situation is directly concerned with the subject, the presence of other members of her family is not to be taken as preventing an interview; however, try to interview alone.

Confidential Information

Of course, you are not to communicate information obtained in interviews to any person other than project personnel. For example, it is not a very pleasant experience for individuals to be sitting in a restaurant downtown and overhear a careless interviewer discussing their home life. Although this example may seem a little far-fetched, such things have happened. The "grapevine" at times seems to approach the speed of sound, so you must exercise complete confidentiality concerning any information given to you by respondents. Completed interviewing schedules and tapes should not be left where any unauthorized person might have access to them. No one other than authorized personnel should accompany you or assist you while you conduct the interview.

Care and Stock of Materials

You are responsible for the proper care of forms, other supplies, and equipment furnished you. You are also responsible for notifying us in advance if you need extra supplies, so lack of supplies should not delay completion of your work. After you have finished your assignment, all completed interviews and surplus supplies are to be returned to our office.

Interviewing Techniques and the Interviewing Process *

This section presents general comments concerning interviewing with emphasis on indepth or qualitative interviews. It is included to give

*Parts from S-63 (1969) and S-126 (1975) Interviewing Manuals. University of North Carolina at Greensboro, Mimeo.

you an overview and general philosophy of the area and to help you feel comfortable as an interviewer.

The Interviewer's Job

Interviewing individuals is an interesting experience especially for a person who really likes people. A person who really likes people can do highly effective interviewing when s/he has a thorough understanding of a few important facts and guiding principles. The better the interviewer knows these facts and principles, the easier the job of interviewing and the more accurate and useful the information obtained. When properly done, there is real personal satisfaction in interviewing.

Each step in the interview process is carefully planned to provide the most useful information at the least cost. It is what might be called a precision job. The interviewer is the most important "link in the chain" of a successful interview. The better s/he does the job, the more reliable the information obtained and the more useful it will be.

Interviews vary in purpose and in length according to the motive we have when engaging another person in conversation. It may be for the purpose of giving information, motivating or getting the individual to cooperate, or gathering facts. If we contact a person for the purpose of getting facts concerning himself, our first job is that of getting him to cooperate. We must create a desire in that person to tell us about his educational and vocational plans and experiences. In creating this desire, it will be necessary for us to give some information. People just don't "tell all" about the information we're seeking unless they first know why the information is wanted, who wants it and how it is to be used.

The Interviewer Himself

The interviewer must school himself to be an impartial observer and recorder of facts. The job is neither that of an educator nor a missionary nor a therapist! Primarily the job is to listen, understand and record the facts the respondent gives in reply to the questions asked. No matter how much the interviewer might disagree with the views of the respondent, it is not his/her business to try to change the respondent's way of thinking. Arguments are to be avoided at all costs. If the respondent has opinions that he wants to "get off his chest," let him talk, look sympathetic, if necessary say, "Yes, I understand how you feel." Then when you get a chance, proceed with the interview. Very often the most belligerent and argumentative respondent will give the best interview once he has "unloaded his opinions" on a sympathetic listener.

The really good interviewer is honest, intelligent, patient, observant and has both initiative and ingenuity in meeting all kinds of situations. He also is aware of his own prejudices and knows how to control them. It would be foolish to assume that interviewers have no prejudices, just as it would be foolish to assume that any other group

has none. All of us have such traits to some extent. The important thing is to recognize them in ourselves and to guard carefully against their entering into our work of objective observation.

Bear in mind that all selected respondents are important, regardless of personal characteristics, color, creed, or economic status. Even though you may recognize your similarities and differences in comparison to those of the person you are interviewing, all respondents are important, and objective understanding and tolerance must be adhered to in an interview situation.

We are now ready to consider the actual interview situation and the points that the interviewer should observe in successfully handling the interview.

Making Appointments

If a prospective respondent really cannot take the time for an interview when you meet him, and there are times when this is true, don't try to "squeeze" one in. It takes time for an interview. It takes time to get acquainted—to create the friendly atmosphere that is necessary for a satisfactory interview. If there is not time or this is not the appropriate time, it is best to spend a few minutes getting acquainted and then make a definite appointment for later. Once a time has been set for an interview, it is important that the interviewer keep the appointment on time. Being either early or late for an appointment might inconvenience the respondent and result in an awkward situation. On the other hand, the respondent may delay a set interview time. Be flexible, with attention for needs of the respondent. To be realistic, the respondent may not keep the appointment!

Putting the Respondent at Ease

The best way to put the respondent at ease is to act and feel at ease yourself. Act natural and make your own remarks conversational—"It was a nice drive out here." If possible notice what the respondent is doing, or some interesting feature of his home, a new garage, a particular brand of grass, excellent view, the children--something he can rightly take pride in. These are all good topics for opening conversations. We all know, of course, that the subject of weather has for years served as a useful topic for comment in getting acquainted.

The more thoroughly you know the purpose of the survey, the interview schedule and the instructions, the surer you will be of yourself in meeting the respondent. It is impossible for an interviewer to feel at ease or to have any confidence in his work or himself unless he thoroughly knows what he is about. The interviewer must really believe in his work, and he can't believe strongly in it unless he thoroughly understands his job. Study the instructions and the background material carefully before attempting an interview. Have the primary purpose of the survey, the overall objectives, as well as the specific questions,

well in mind before attempting your first interview. Practice in two or three role playing situations ahead of the first scheduled interview. If this is done, you will be at ease and master of the situation. You are going to be asked questions about the survey. It is only when you can frankly answer them in a conversational manner that you can establish and maintain the atmosphere necessary for a good interview.

Most people are naturally friendly and helpful and will be willing to talk about themselves. When you turn in at the gate or knock at the door, remember that your errand is a friendly one, that it can be as interesting to the respondent as it is to you. The majority of individuals enjoy visitors and will be glad to talk about themselves. Records of past surveys show that very few people refuse to answer survey questions. Moreover, when people are asked at the end of an interview how they feel about being interviewed, most of them express a favorable attitude and many of them ask the interviewers to come again.

Every interviewing situation should be something new and challenging. No two interview situations are ever exactly alike. Conditions are different. People are different. You contact them under different circumstances. Therefore, beware of becoming oversold on any one method or approach in establishing a friendly relationship. A good leader is always alert to changing conditions and varies strategies accordingly to reaching the objectives. So must the interviewer vary his methods in putting the prospective respondent at ease and in gaining full cooperation.

Survey vs. Qualitative Interviewing

The purpose of this phase in the project is to accomplish an intensive interview. The goal of this qualitative approach is to use a flexible strategy of discovery. Such a method is in contrast to the structured interview in which a subject chooses a response from a set of answers to specified questions. The latter activity assumes knowledge of what the important questions are and also what the main kinds of answers can be. The intensive interview neither assumes such an imposition nor that a great deal is known about the respondents' lives ahead.

The flexible strategy to be used in this study can be termed "intensive interviewing with an interview guide." The object is not to elicit choices between alternative answers to pre-set questions but, rather to elicit from the respondent what s/he considers to be the important issues relative to a given topic, his description of the situation being explored. The object is to carry on a guided conversation and to elicit rich, detailed responses that can be used in qualitative analysis. We want to know what is happening in the lives of these subjects, what they think and feel about the issues, rather than determining some frequency of predetermined things.

The questions in the booklet are to be used as interview guides with the emphasis on obtaining narratives or accounts in the respondent's own terms. The character and contours of such accounts are to be set by the respondent. The researcher has a general idea of the kinds of things that will compose the account, but is mainly interested in what the respondent provides on his own and the words in which he does so. At this point probes become important in the interview process.

While the respondent is giving his account, the interviewer is attentive to what is mentioned and to what is not mentioned but thought by the interviewer to be possibly important. Probes are used to elicit things already mentioned about which the interviewer wants to know more. For example, he could say, "You mentioned _____, could you tell me more about that..." or some equivalent. The questionnaire booklet for this study includes a column of probes to use in getting R to amplify a response or to get into another area of that issue as mentioned above. Many probes are likely to be used spontaneously, on the spot, in order to clarify an account. Some questions may not require probes. Certainly, probes are optional--if the respondent is talking well, you may not need too many probes.

Flexibility is needed in qualitative interviewing. The aim is not to achieve a tightly structured set of questions and range of likely answers, but, rather, to provide a list of things to be sure to ask about when talking to the respondent. The interviewer needs to feel flexible in order to get the respondent to speak freely and in his own terms about a set of issues, plus whatever else the respondent might introduce.

People vary a good deal in the degree to which they speak freely or are verbal or chatty. It may be that when you encounter a less verbal and chatty respondent, it is likely that you will have to use more probes. With a very talkative person, you may have to cautiously guide the dialogue back to the next question in the interview guide.

Fortunately, however, several respondents will be verbal and chatty. In response to a given set of questions they may raise all sorts of lead areas that appear on the spot to merit pursuit at that point or at some reasonably close subsequent point. You will need to be flexible enough to pursue the areas at the time they are of concern to the respondent. When you come to questions that the respondent has already answered, you may need to restate/review those responses and ask if there is other information they want to add.

In the course of talking about things the respondent offers, some of the questions in other parts of the interview guide may get answered inadvertently. The interview guide serves as a check list of sorts, a kind of inventory of things to be mentioned during the interview. One can check them off as they are accomplished or when the question comes up in the guide, you may refer to the previous conversation. The respondent may add more to the question at this time or wish to leave it as stated before.

An interviewer must be cautioned about wording probe questions that need to be given. Avoid posing questions in such a way as to communicate what you believe to be the preferable answer. Questions posed in this way are called "leading questions." Instead of this type--"Don't you think that...?"--begin with something like "What do you think about...?" Instead of "Is is not likely that...?, use something like "How likely would you say it is that...?" The key is to use neutrality in the wording of questions and a free-flowing character.

Conducting the Interview

A Background Sheet is provided for your use in knowing enough information about the respondent that you can make a comfortable and appropriate contact with the subject. An example is located in the Appendix of this manual. You will be given one of these summary sheets for each subject you are to interview. Refer to them as you begin the contacting process and again before the interview.

Locating the Subject

Locating the homes of the subjects assigned to you will be your first task (unless the project leaders have already done that and give you different directions). An information sheet will be given to you with the name, address, phone number (if available), and directions for locating each subject you are to interview. Unless other project personnel locate the subjects and tell you where to go for the interview as described above, you will be responsible for locating the person by the known information available from previous phases of the study. That information will be recorded on a page entitled Location Strategies. Use the given information and begin the process of tracking the subjects. Record the procedures you use, the dates, etc. in order to have a profile of the techniques and time it took to locate the person. Record any phone calls and their cost also. An example of the form is located in the Appendix of this manual.

Contacting the Subject for an Appointment

If the propsective interviewee has a telephone, it may be helpful to call for an appointment. Introduce yourself, specify your connection with the University, and briefly explain the purpose of the project. This sequence is first presented in outline form and then a sample introduction follows. The subject may have received a letter from the project leader. If that is a possibility, refer to it in the initial conversation. The following are points for the interviewer to include during the contact to make an appointment for the interview:

Hannah Bond
COTTON FIBER

- Identify who you are
- Identify the project
- Verify respondent's receipt of letter
- Obtain consent regarding participation
- Set up appointment to discuss issues re: jobs, preparation for life in general, etc.
- Tell them that they will be paid $35.00 for participating
- Ask when it will be convenient to meet for the interview

These points are further defined in an attachment (with the project research procedures) which can be used as a check sheet during the contact process.

"How do you do (say name of subject). My name is _____, and I'm working with a project at (name of university). It's about what young adults think about their jobs and the schooling they've had or would like to have."

"Did you receive a letter a few weeks ago describing our interest in meeting with a number of people who have participated in this study three times during the past fifteen years?"

IF YES:

"I'd like to meet with you at your convenience to ask you a few questions about your jobs, your training for the jobs you've had, and how things are going for you generally. You will, of course, be paid $35.00 for participating in the interview."

"Can you suggest a time when we might get together—when would be most convenient?"

(Continue the conversation until you have the needed information and the time, date, and place are confirmed.)

In case a sample member cannot be contacted or an interview cannot be secured on the first trial, two or three callbacks should be made. Make inquiries from neighbors of family members as to the best time or place to see the subject.

Do not invite refusals; ask to talk to the subject in such a way that assumes there is no question but that they will cooperate. It is best to get the interview on first contact if possible, but not at the expense of seriously inconveniencing the subject. Do not immediately accept refusals; patiently and courteously give further explanations in as persuasive a way as possible mentioning:

1. The importance of their participation--how they've been a part of the study (project) since 1969 (15 years!).
2. The confidential nature of the information.
3. How the study will help plan better schools and programs for young people.

How to Meet the Subject Who Does Not Want to Cooperate

Actual refusals are rare. The experience of those doing personal interview surveys over a period of years has been that only about one or two in a hundred individuals refuse to cooperate. That means that in many school communities there were no refusals. If refusals come often, usually the interviewer will find something is wrong with the way he introduces himself or explains the purpose of the survey. He should try to improve this part of his work.

For the subject who claims to be against surveys or the administration or for some other reason is antagonistic, the first thing to do is to let him "get it out of his system" and listen sympathetically, but do not argue with him. The minute the interviewer argues or contradicts anything the respondent says, the interview is lost. By the time the respondent makes a few very strong statements and the interviewer listens to him sympathetically, he begins to classify the interviewer with himself. If the interviewer still meets with a refusal, reiteration of the purpose of the survey and why it is being done may help. Comments about something of particular interest which this subject obviously is doing better than average will help.

If everything fails, the interviewer should, as a representative of the ___(individual school)___ (for example, School of Home Economics, University of North Carolina at Greensboro) and the Agricultural Experiment Station (In North Carolina it is the Agricultural Research Service) depart in a friendly and courteous manner. This is the only polite thing to do.

The suggested ideas of how to meet the uncooperative subject are presented to help the interviewer to meet such situations when they arise. The uncooperative subjects are few. They are human and like everyone else enjoy talking about themselves and what they are doing. A little praise about something a person is doing well or takes much pride in can mean much. We all like recognition of a job well done. It's up to the interviewer to make the most out of it that he possibly can. Remember that the final results of the survey can be no better than the information the respondent reports and the interviewer records on the tape and the schedule.

Making the Introduction

The wording of the introduction should be developed to fit the particular individuality of the interviewer and that of the respondent. It should be one that makes him feel at ease and leads directly into the interview. There are five basic points which should be kept in mind in an introduction. (Points 1-3 may have been included in a previous contact; if so, omit here and use whatever the situation requires.)

1. Identify yourself by name and as a representative of the University of North Carolina at Greensboro and the Agricultural Experiment Station. (Vary for each state.)

2. Explain briefly the purpose of the survey.

3. Explain briefly how the particular respondent was chosen.

4. Give assurance that the information given will be held strictly confidential and will not be used to the respondent's disadvantage in any way whatsoever.

5. Ask permission to tape record the interview.

The most natural approach to an interviewing situation is the best. The most natural thing to say when you go to a person for an interview is something like this:

"How do you do (call name). My name is _____. I'm working with the School of Home Economics and the Agricultural Experiment Station (in North Carolina it's the Agricultural Research Service). We're trying to talk with some young adults we first surveyed when they were in 5th and 6th grades. You answered some questions for us when you were at (name of elementary school) and again during your high school years (if in school then, name it)."

"As you recall from our earlier letter (or phone call), we are interested in finding out not only what you've been doing since our last contact with you by a mail questionnaire in 1979, but some of your thoughts about how things have been going for you generally, and how you feel about the training and experiences that have contributed to your current achievements."

"You were selected to participate primarily because you have helped us three (3) times over the past fifteen (15) years. We know you will be able to provide us with some additional and valuable information."

"I want to assure you that, as in the past, the information you give today will be strictly confidential. It will not be used in any way that will allow you to be identified with the information."

"Most of the responses to questions will not be written on the question booklet. Therefore, I would like to tape record our conversation today, in order that I may accurately report your thoughts and observations. I cannot rely only on my memory. I might forget some very important information or just exactly how you said it."

Now is the time, provided consent is indicated, to make an appointment or to interview. The instructions for filling out the form occur in another section of the manual. If consent is given for an

appointment, then thank the subject and return promptly at the time the appointment was set.

A good introduction gives the subject some idea of why this information is wanted and needed. Parts of the explanation may need to be repeated later since he may be wondering how you happened to come to him or he may be trying to size you up. He may not get everything that has been said in the introduction, and it may be necessary to make further explanations as the interview progresses. It is important, however, to give the subject as clear an explanation as possible before beginning the interview. If he is convinced in a general way that the survey is worthwhile, he will have enough confidence to follow right through the schedule. If he is not convinced, he may spend much of the time quizzing the interviewer all through the conversation.

There are two reasons why every respondent should be told how he was chosen. First, he will be curious about it and it is a good idea to satisfy that curiosity in order that all attention can be focused on the survey questions. Second, it is important for him to realize that he is not being checked on because of taxes or anything like that. He should understand that he was chosen purely by chance 15 years ago. Now, s/he was chosen because of the previous participation, and we want to complete the process. The report s/he gives contributes to the entire survey. Once finished it will represent many young people in the state.

It is also important for each individual to feel certain that the information asked for on the survey is confidential and will not be used to his disadvantage. The information for any one subject is added to that for many other subjects and released as a report for the group as a whole with no individual cases pinpointed.

Materials, Equipment and Supplies

The list below identifies the items you will need for each interview. Use it as a checklist for preparing for each new interview situation. Keeping these pieces together in a particular box, case, bag, etc. will facilitate the process.

Checklist for Interviewers

- ☐ Identification—name tag; letter of introduction; driver's license.
- ☐ Maps and directions to participant's residence (or designated place if appointment was made by phone.
- ☐ Background or summary information about respondent.
- ☐ Clipboard, pencil or pen.
- ☐ Recorder, batteries, and power cord. (Having a head cleaning kit for tape recorders that malfunction during the interview might be a valuable precaution. Having an extra recorder is a "safety" measure too.)
- ☐ Audiotapes (Label the tape with the case code and date of interview). Please test the tape and record the case code number at the beginning of the tape.

- ☐ Questionnaire booklet with subject information completed on the front page.
- ☐ Cards for Items 44 and 47.
- ☐ Form for certification of payment to subjects

Arranging the Interview Setting

It is assumed subjects will be interviewed individually in their homes, though there is no objection to your meeting them in a central location if this can be more conveniently arranged for the respondent without damaging rapport. Privacy is desirable if possible, and it is highly preferable that others not be present. Interferences break concentration, and unusual clatter can be disruptive to audio recordings. The interview should be conducted in a room that is free of distractions and is quiet. You may have to ask that the TV or stereo be turned off. Even then, surprises can occur...barking hound dogs following a truck up the road come through clearly and predominantly on a tape.

A table (kitchen, dining, etc.) is a suitable location (if available) and makes a convenient workspace because there is a hard surface for the tape recorder. Being near an electrical outlet is important; however, if not available close by, use an extension cord or rely on the battery powered source.

Situate yourself so that you face the respondent (R) or can at least make eye contact. However, do not sit so closely that you "invade" R's "social space" or comfort zone. Invite R to be as comfortable as possible—"be at home" to use colloquial terms.

The above paragraphs describe the "more ideal" setting. You may have to be flexible enough to find a "private" spot in a public place...in a car parked by a McDonald's restaurant...a mental health center...a park bench...etc. Be prepared to handle interruptions and then regain your concentration.

Attending, Thinking, Making Notes, and Tape Recording

It is imperative that the interview be tape recorded. This preserves the interview itself and it allows the interviewer to be very "alive" to the talk of the respondent. If the interviewer is always writing down what is being said, while at the same time listening to what is being said, he is unlikely to be able to attend to the respondent. One's full attention must be focused upon the respondent. The interviewer must be thinking about probing for further clarification or explication; formulating probes to link the current talk with what has already been said; thinking ahead to putting in the new question that may not be in the guide; making notes so that additional information is obtained or so you will not forget a question that comes to mind while R is talking; and attending to the respondent in such a way as to say that you are indeed listening. All of this is hard in

itself...add writing it down! Now you can see the necessity of tape recording.

There are dangers in tape recording, however. Some interviewers have found themselves not listening to the respondent because they get comfortable with the idea that they will have it all down on tape. Fight against this tendency by taking sparse notes—key sentences, key words, key names that refer to a later question, etc.—in the course of the interview. This helps one keep account of what has already been talked about. One takes notes on the interview for the purpose of remaining "on top" of what is occurring in the interview conversation: notes about what has gone on, and notes about what should go on—what should be asked before the interview is over.

Beginning the Interview and Asking the Questions

Quickly review (but do not go into detail) what you will be doing with the respondent and then begin the procedure. Include these points in describing the interview process to R.

Tell R that you will:

- Read a statement at beginning of questionnaire (planned so all people in the study will hear the same things).
- Start the recorder as you are ready to begin the first item, and that it will be in the background "doing its job" while the dialogue of questions and answers is underway.
- Turn the tape over when necessary.
- Read each question as it appears in the booklet, and wait for R to think about it, answer, etc. R is invited to talk about him/herself as much as desired to get across thoughts, feelings, attitudes, etc.
- Make notes from time to time so you can keep up with the questions, and refer back to something R said to keep the "train of thought."
- Label tape and enclose it with the booklet in a sealed envelope.

The questions should be asked as they are worded in the schedule because the same questions are being asked all over the South. It is important that the people answering them understand them the same way. It is well known that even a slight change in the wording of a question will cause a change in the answers. If an interviewer says "You don't do exchange work, do you?" he will have more people answering "no" than if he asks, "Do you do any exchange work?" A deviation from the wording

of the questions to the extent of suggesting the answer or putting the answer in the respondent's mouth is a major offense. Such a method of asking the questions can invalidate the results as much as any other technique the interviewer uses.

Carefully ask the subject the questions as listed in the booklet. (Resist the tendency to be "natural"; use the guided interview.) Then give him/her the opportunity to think and respond. Use general probes as indicated in the column by the items. You may think of other probe questions to help elicit the pertinent response.

As the interview begins, read the statement below:

"I am going to ask you some questions. You do not have to respond to all questions and you may stop the interview at any point. Your answers, however, are very important to this research.

"All information given to me will be held in strict confidence and your name will remain anonymous. There are no right or wrong answers to the questions that we are going to talk about. Just give the answer that is right for you. If a question doesn't seem to apply to you, feel free to tell me so. I may mark some answers on this sheet, but will want to record our whole conversation. First, I would like to ask you some general questions about your life and schooling since we last talked with you. We asked you several years ago what you hoped to be doing when you grew up. We're interested now if you got what you wanted and if you didn't why you think it's that way."

"So let's begin." TURN ON TAPE RECORDER.

Recording Supplemental Information

Recording supplementary information that you feel might be helpful in a better understanding of the situation is important to a successful indepth interview. As you conduct the interview, listen to the respondent, and engage in dialogue, you may notice things which you think may be helpful in understanding the respondent's intentions. Quickly jot these down in the margins provided for such comments on the interview form. After you have completed the interview and left the respondent's home, write down any additional information or explanatory notes from your observations that you think may be pertinent in understanding a case or interpreting results.

Terminating the Interview

When the interview is finished the respondent should be thanked for his help. It is important to leave a good impression. If the interview took longer than the interviewer said it would, be sure to thank the respondent for the extra time by saying, "I'm sorry it took longer than I said, but you had a lot of information to give me." Mention again how

it happened R was called on, or comment on the purpose and use of the survey. This may be helpful in relaying to R that the time he has given has been very worthwhile. Make arrangements for payment. Collect your equipment and supplies leaving as appropriate.

Checking the Interview Guide

A detailed explanation of any unusual answer should be made on the schedule. In the course of a conversation with the respondent many additional comments come out which may be important to understanding the cases. Remember that the analyst can work with only what the interviewer turns in and what is recorded on the tapes. Explanatory notes on the schedule form should explain any apparent inaccuracies or inconsistencies. Such notes are extremely helpful in analyzing the results. Failure to write in such notes and impressions increases the job of reviewing and interpreting the schedules in the main office and requires a judgment decision which may be a source of possible error in the results. Under the pressure to complete a survey some interviewers may become very lax in being sure all questions are asked and in checking over each schedule while the interview is fresh in their minds. This part of the job must not be overlooked.

APPENDIX A

1. Background Sheet for Interviewer with Summary Information about Respondent

2. Location Strategies

3. Questionnaire Booklet

APPENDIX A.1

Background Sheet for Interviewer with Summary Information About Respondent

- One example is included for reference in providing background information.
- The blank form can be photocopied--one about each respondent from whom an interview will be attempted.

Case Code 295

State NC

Sex M

BACKGROUND SHEET FOR INTERVIEWER

3/'84
SMS

Summary Information About Respondent

S-171

Name Joe Student

Information		1969	1975	1979
Schools Attended		Viewtop	Northwest	
Jobs	Aspired	Airplane pilot	Truck driver	Forest Ranger
	Expected	Factory worker	Don't know	Armed Forces
Education	Aspired	High school + trade school	High school + trade school	short courses
	Expected	High school	High school + trade school	short courses

	1979
Educational Attainment	High school
Employment	Unemployed
School	No
Residence	Creek Mill Rd., Anywhere, State USA Zip
Marital Status (year married)	Single
Number of Children	0
Other Information	

Case Code_____

State_____

Sex_____

BACKGROUND SHEET FOR INTERVIEWER

3/'84
SMS

Summary Information About Respondent

S-171

Name_____

Information		1969	1975	1979
Schools Attended				
Jobs	Aspired			
	Expected			
Education	Aspired			
	Expected			

	1979
Educational Attainment	
Employment	
School	
Residence	
Marital Status (year married)	
Number of Children	
Other Information	

APPENDIX A.2

Location Strategies

The record for locating respondents is a list of steps or possible strategies to use in the process of finding the potential respondents. Several different strategies may be used--the cases may vary widely. Therefore, the approaches to locating any one respondent may vary. Whatever strategies are used it is important to record the sequence of events. A composite of the successful methods becomes a valuable resource for future contacts (and for future researchers attempting such panel studies!).

LOCATION STRATEGIES

Interviewer's/Researcher's Record of Locating Respondent

Case Code_____

Name_____

1979 Known Address_____

_____

___ Sample search (Check completeness of 3 waves of data

___ Letter sent

___ Find local informant
(Find someone who was a classmate but not in the sample, ask if they know where the S_s are.)

Record of Strategies Used (Include dates, calls made, contacts with informants)

___ Make calls to respondent

___ Appointment for Interview

Arenak Zorn
RECTION FILES

APPENDIX A.3

Questionnaire Booklet

Even though this questionnaire was designed to be an interview guide for giving some structure to the interview situation and the interview sessions are to be tape recorded, one questionnaire booklet should be provided for each respondent. The interviewer may wish to make marginal notes and record information which is to be used later in the interview process. Directions for locating the respondent and appointment information can be included on the cover of the interview guide.

S-171

INTERVIEWER'S GUIDE

Life Plans and Attainment of Youth

School of Home Economics (Agricultural Research Service)
University of North Carolina at Greensboro
NCARS Project 11171

Subject's Code:_____ Tape Number:_____

Subject's 1979 Name_____
Last First Middle

Subject's Name_____
(If different from above)

Subject's Address_____
Number/Street/Route/Box #

_____
Town (County) State Zip Code

Telephone No._____

Record of Appointment Calls and Callbacks

Calls	Date	Time Began	Time Finished	Notes/Comments
1				
2				
3				

Place of Interview:_____

Directions:_____

_____

Date of Interview:_____ Time:_____

Interview: ___Complete ___Incomplete

___Tapes Labeled

QUESTIONS **TURN ON TAPE RECORDER**

BEGIN **"How have you been getting along since 1979 when you last completed one of our questionnaires?"**

EDUCATION

1. **"How much education and training have you had?" (Get years of formal education plus vocational training, trade schools, and the like.)**

   List: _____ _____

   _____ _____

   _____ _____

2. "Would you like to have more education or training?"

   If "no," go to #3.

   If "yes," ask:

   "What kind of education or training do you want?"

   Then, ask:

   "What do you think your chances are for getting more education or training?"

   Then, ask:

   "Why do you feel the way you do about your chances?"

3. "Taking all things together, how satisfied or dissatisfied are you with the schooling and training you've had so far?" (If separate kinds of education are mentioned, ask for satisfaction/dissatisfaction for each kind.)

   If necessary, ask:

   "Why do you feel this way? Can you give me some specifics about why you're satisfied or dissatisfied?"

CHECK TAPING EQUIPMENT

PROBES	NOTES, OBSERVATIONS, COMMENTS

QUESTIONS

EMPLOYMENT

4. "Are you currently employed?"

   If employed, ask:

   "What is your job title?"
   "What kind of things do you do on your job?"

   If not employed, ask:

   "What was the title of your last job?"
   "Was it full-time or part-time?"
   "What kind of things did you do on your job?"

---

5. "Is this the kind of job that you thought you would be satisfied with when you were about 16 to 18 years old?"

   If "yes," ask: "Could you tell me why you feel that way?"

   If "no," ask: "Could you tell me why you feel that way?"

---

6. "What things about your job (or the last job you had) do you like?"

   [It may be necessary to ask "What else do you like?" to get respondent to name several things.]

---

7. "What things about your job (or the last job you had) do you dislike?"

   [It may be necessary to ask "What else do you dislike?" to get respondent to name several things.]

---

8. "If you add up all the good and bad things about your job (use descriptor) (or the last job you had), how satisfied are (were) you with it?"

   "Why is that true?"

PROBES	NOTES, OBSERVATIONS, COMMENTS

QUESTIONS

9. "Looking into the future, would you like to be working at your present job (or the last job you had) OR at some other kind of job?"

If some other job, ask:

"Describe the other kind of job you'd like."

Then, ask:

"Why do you like the other job better?"

THANK..." We've been talking about the present. Now let's talk about how things were for you as you were growing up."

OTHERS' INFLUENCES ON JOBS

10. "Do you feel that your mother tried to influence the kind of job or career you chose?"

If mother influenced, ask:

"What was it about your mother than influenced your job choice?" [See probe.]

10a. "Do you feel that your father tried to influence the kind of job or career you chose?"

If father influenced, ask:

"What was it about your father that influenced your job choice?" [See probe.]

IF "NO" TO EITHER FATHER OR MOTHER, ASK: "Were there any things about her or him that did influence you?"

PROBES	NOTES, OBSERVATIONS, COMMENTS

"Was it the kind of person s/he was
or the kind of information s/he had
or the kinds of experiences you had?"

"How did s/he do it?"

"Did s/he say what you should get?"

QUESTIONS

11. "How do you feel about the advice your mother did or did not give you about your job decisions?"

"As you were growing up, would you say your mother's job goals for you were higher than your own goals, lower than your own goals, or about the same?"

11a. "How do you feel about the advice your father did or did not give you about your job decisions?"

"As you were growing up, would you say your father's job goals for you were higher than your own goals, lower than your own goals, or about the same?"

12. "When you were growing up, did other people,* besides your parents, influence your job decisions?" "Who were they?"

a. _____
b. _____
c. _____

a. "What was it about (name/relationship) that influenced your job or career choice?" ... "Was it the kind of person s/he was or the kind of information s/he had or the kinds of experiences they had?" [Repeat for person "b," "c," etc.]

b. _____

c. _____

OTHERS' INFLUENCES ON SCHOOLING AND TRAINING

13. "Do you feel that your mother tried to influence your decisions about schooling and training? Did your father?"

If mother influenced, ask:
"What was it about your mother that influenced your decisions about schooling and training?"

13a. If father influenced, ask:
"What was it about your father that influenced your decisions about schooling and training?"

IF "NO" TO EITHER MOTHER OR FATHER, ASK:
"Were there any things about her or him that did influence you?"

PROBES	NOTES, OBSERVATIONS, COMMENTS
Dissatisfied? Pleased? Disturbed?	

*Friends
Brothers/sisters
Teachers
Other relatives/kin
Counselors
Classmates

QUESTIONS

14. "How do you feel about the advice your mother did or did not give you about schooling and training?"

15. "How do you feel about the advice your father did or did not give you about schooling and training?"

16. "When you were growing up, have any other persons besides your parents influenced your schooling and training plans?" "Who were they?"

a._____

b._____

c._____

Find out how person "a" influenced their schooling training plans by asking:

"What is it about name/relationship that influenced your schooling and training plans?"

[Repeat for persons "b" and "c".]

TRANS..."We've been talking about specific influences on your job and schooling plans. Now let's be a little more general."

17. "Looking back over your life do you feel that you set your job and schooling goals too high, too low, or about right?"

PROBES	NOTES, OBSERVATIONS, COMMENTS

Probe if either jobs or
Education are not mentioned.

QUESTIONS

TRANS..."Now I'd like to ask you some questions about marriage?"

MARITAL STATUS

18. "Are you married, single, divorced or separated, or widowed?" [Circle marital status, and go to appropriate category.]

If married, divorced and remarried, or divorced and unmarried, ask:

"How old were you when you first married?"

"Has the age when you first married influenced your job decisions?" (If yes, "How did this influence you?")

"Has the age when you first married influenced your schooling and training decisions?" (If yes, "How did this influence you?")

"Would things have been different in your job or schooling if you had married at a different age?"

"Are there things besides age of marriage--about being married that have affected your jobs decisions?" "How have you been influenced?"*

"Are there things besides age of marriage--about being married that have affected your schooling and training decisions?" (If yes, "How have you been influenced?")

If single, never married, ask:

"Are there things about being single that have affected your job decisions?" (If yes, "How have you been influenced?")

"Are there things about being single that have affected your school and training decisions?" (If yes, "How?")

If divorced or separated, ask:

"Did your (separation or divorce) influence your job decisions?" (If yes, "How?")

"Did your (separation or divorce) influence your schooling or training decisions?" (If yes, "How?")

PROBES	NOTES, OBSERVATIONS, COMMENTS
If R has trouble answering, say: "It might help you to imagine what it might have been like to remain single--and how this would have affected your job decisions. Then think how marriage has affected your job and educational decisions."	
If R has trouble answering, ask R to imagine how being married might have made things different and how that would have affected your job and educational decisions.	

QUESTIONS

CHILDREN

19. "Do you have any children?" If yes, "How old are they?" (Ask for each child.)

    a. "Has having/not having children influenced your job decisions?" (If yes, "Describe how.")

    b. "Has having/not having children influenced your schooling and training decisions?" (If yes, "Describe how.")

    If have children, ask:

    c. "Has having children <u>when</u> you did influenced your decisions?"

---

20. "Do you think that a married woman should work outside the home?" "What if she has young children?"

    a. "How have your attitudes and opinions about this issue influenced your schooling and training decisions?"

    b. "How have your attitudes and opinions about this issue influenced your job decisions?"

GENDER

21. "Do you think that being a male/female) helped you to get or kept you from getting the <u>schooling and training you wanted</u>?"

    (If yes, "How did it do so?")

---

22. "Do you think that being a (male/female) helped you to get or kept you from getting the kind of <u>job you wanted</u>?"

    (If yes, "How did it do so?")

PROBES	NOTES, OBSERVATIONS, COMMENTS

QUESTIONS

TRANS..."Now let's talk about where you grew up?"

[redacted]

23. "Where did you grow up?" _____

"How were your job decisions affected by where you grew up?"

24. "While you were growing up, did concerns about moving away from family and friends affect your schooling and training decisions?"
(If yes, "How?")

25. "While you were growing up, did concerns about moving away from family and friends affect your job decisions?"
(If yes, "How?")

INFORMATION

26. "When you were growing up and becoming an adult, did you feel that you had enough information about the different kinds of job possibilities?"

"How did this information (or lack of information) influence your job decisions?"

27. "When you were growing up and becoming an adult, did you feel that you had enough information about school and training opportunities?"

"How did this information (or lack of information) influence your training decisions?"

28. "Did living in the area in which you grew up have anything to do with your training or schooling decisions?"

PROBES	NOTES, OBSERVATIONS, COMMENTS
Do you think your job decisions were affected by the fact that you grew up in (name, place)?	
Probe: What were the things about where you lived that harmed or helped your chances for getting the schooling	

QUESTIONS

RESOURCES

29. "As you were growing up and becoming an adult, did the amount of money your family had influence your schooling and training plans?"

    If yes, "How were your plans influenced?"

30. "As you were growing up and becoming an adult, did the amount of money your family had influence your job plans?"
    If yes, "How were your plans influenced?"

31. "Besides the things we have been talking about, what other things prevented you from getting the kind of schooling and training you wanted?"

    "How did they affect your plans?"

32. "Besides the things we have been talking about, what other things prevented you from getting the kind of job you wanted?"

    "How did these things affect your plans?"

33. Besides the things we have been talking about, what other things helped you make progress toward getting the kind of schooling and training you wanted?"

    "How did they help?"

PROBES	NOTES, OBSERVATIONS, COMMENTS

QUESTIONS

34. "What other things helped you in getting the kind of job you wanted?"

"How did they help you in getting the job you wanted?"

35. "What is it about you or your personality that affected your job or schooling and training choices?"

36. "When you were growing up and becoming an adult, did you consider yourself a person who wanted to get ahead?"

EVENTS

37. "During the time you were growing up and becoming an adult, were there any major events in your personal or family life that changed your job or school plans?"

IF "NO" AFTER PROBE, GO TO #42.

IF "YES", ASK:

Event #1 _____

a. "Describe the event and when it occurred."
b. "How did it affect your job plans?"
c. "How did it affect your schooling plans?"

"Was this the only event or were there others?"

(If others, get same information above for each.)

Event #2 _____

a., b., c. as above

Event #3 _____

a., b., c. as above

PROBES	NOTES, OBSERVATIONS, COMMENTS

Probe: Any particular talents, faults, likes, or dislikes about yourself?

I: Probe for
- **How much they wanted to get ahead**
- **What did they do about it**
- **How did this influence schooling, training, and job...**

If "NO,":
Some people tell us that their plans were affected by a death or serious illness, divorce, unemployment, having a child, serious accident, financial disaster, moving, etc.
Sometimes people's plans are affected by positive events:
- father getting a new or better job
- mother remarrying—adding to family's resources
- an inheritance, etc.

If it was a positive, happy event, questions 38, 39, 40 may not be necessary.

QUESTIONS

38. Ask only if there was an event:

"How much stress of anxiety did you feel when this event was occurring?" (Note: If more than one event, get the answer for each event separately.)

39. "What things about yourself helped you to deal with this event (or events)?" (Get answer for each event separately.)

40. "Did you attempt to deal with this event mostly by relying on your own resources or did you receive help and support from others?"

(If mostly self, record this response.)

(If from others, ask:)

"Who provided this help and support?"

"How did they help?"

PROBES	NOTES, OBSERVATIONS, COMMENTS

QUESTIONS

TRANS..."We've been talking about how several things affected your plans. Now we want you to look back and think about the most important things to you."

41. "Thinking back over the things you've told me, what was the most important thing that affected your schooling, training, and job choices?"

42. "Here is a picture of a ladder. (Hand card to R.) Suppose we say that the top of the ladder represents the best possible job for you in the long run, and the bottom represents the worst possible job for you in the long run.

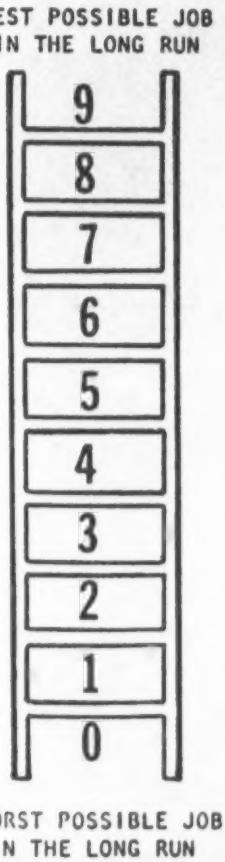
"At what step on the ladder would you say you are at the present time?"

STEP NUMBER ___

"At what step on the ladder do you think you will be five (5) years from now?

STEP NUMBER ___

"Can you tell me what your thoughts and ideas were as you were choosing the places on the ladder?"



PROBES	NOTES, OBSERVATIONS, COMMENTS

QUESTIONS

43. "Some people tend to rank jobs high or low. How do you place your job in comparison to the job your parents had when you were growing up? That is, is your job higher or lower than the job(s) your parents had?"

44. "Is the job you're doing now (or the last job you had) the one you really wanted when you were in grade school (in fifth or sixth grade)?

"How do you feel about that?"

44a. "Is the job you're doing now (or the last job you had) the one you really wanted when you were in high school?"

"How do you feel about that?"

44b. "If you really could, what job would you want for yourself in the future?"

PROBES	NOTES, OBSERVATIONS, COMMENTS
"Do you feel unhappy or uncomfortable because you didn't end up doing that job?" Maybe R is pleased that s/he is doing something different--find out the thoughts and feelings.	
Probe: Same as above.	

QUESTIONS

TRANS... We've been asking you about jobs, education, etc. Now, we'd like to ask how satisfied you feel about your life as a whole.

45. "Here is another picture of a ladder. (Hand card to R.) Suppose we say that the top of the ladder represents the best possible life for you and the bottom represents the worst possible life for you. Think for a minute about what would be the best possible life and the worst possible life for you personally. Considering the things you've thought about: "

"At what step on the ladder would you say you are at the present time?"

STEP NUMBER ___

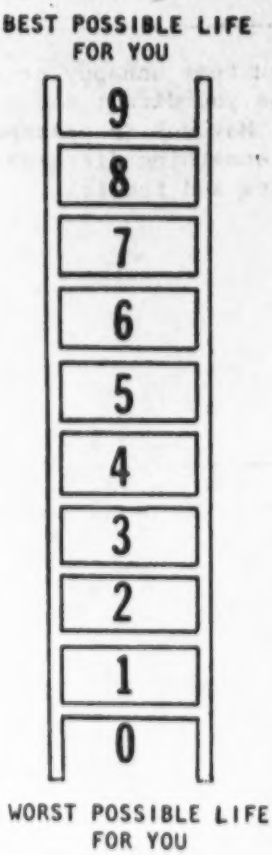
"At what step on the ladder would you say you were five (5) years ago?"

STEP NUMBER ___

"At what step on the ladder would you say you will be five (5) years from now?"

STEP NUMBER ___

"Can you tell me what your thoughts and ideas were as you were choosing the places on the ladder?"



PROBES	NOTES, OBSERVATIONS, COMMENTS

QUESTIONS

46. "We've been talking about what your goals were in grade school and in high school, about people you've talked to and any problems you might have had. Now we want to ask you to look back over your live and try to remember what you wanted to be in grade school and in high school, and to look at what you've accomplished."

"Now, suppose one of the kids you went to school with asked you why you thought things worked out the way they did, what would you tell them?"

47. "Is there anything else you'd like to add that would help young people today about making schooling and job choices?"